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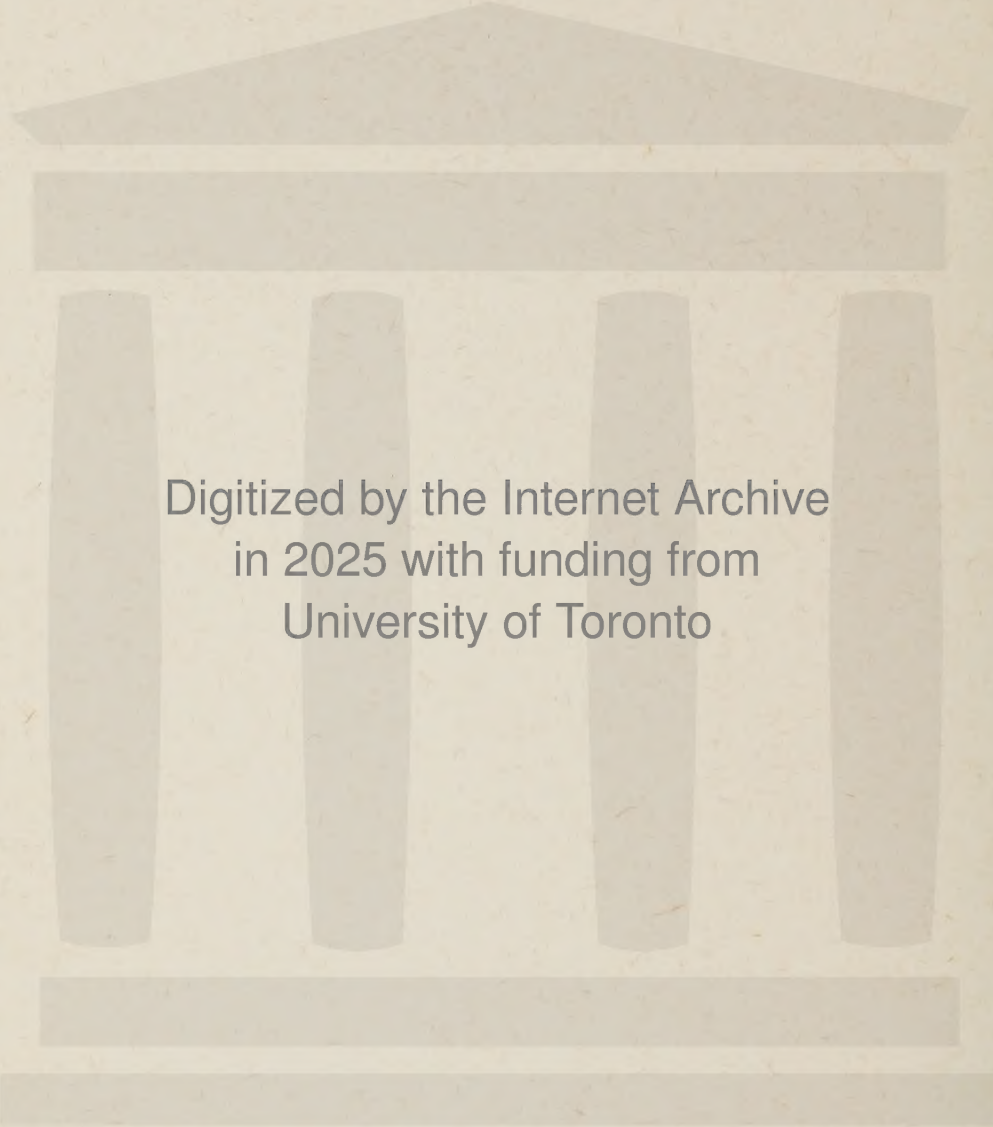
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Calendar of Teachers' Colleges 1973/74





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Calendar of Teachers' Colleges 1973/74

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**Teacher Education
and Certification Branch**

Ministry of Education,
17th Floor, Mowat Block,
Queen's Park, Toronto
M7A 1M7

H. A. Blanchard, B.A., B.Paed.
Director

J. E. Bowers, M.A., Ed.D.
Educational Officer

D. H. M. Dunn, M.A., B.Paed.
Educational Officer

G. C. Filion, B.A., M.Ed.
Educational Officer

G. A. Kaye, B.A.
Educational Officer

W. E. Mitchell, C.D.
Executive Officer

F. W. Vickers, B.A.
Educational Officer

College Year 1973-74

September						October					November				
S	2	9	16	23	30		7	14	21	28		4	11	18	25
M	3	10	17	24		1	8	15	22	29		5	12	19	26
T	4	11	18	25		2	9	16	23	30		6	13	20	27
W	5	12	19	26		3	10	17	24	31		7	14	21	28
T	6	13	20	27		4	11	18	25		1	8	15	22	29
F	7	14	21	28		5	12	19	26		2	9	16	23	30
S	1	8	15	22	29		6	13	20	27		3	10	17	24
December						January					February				
S	2	9	16	23	30		6	13	20	27		3	10	17	24
M	3	10	17	24	31		7	14	21	28		4	11	18	25
T	4	11	18	25		1	8	15	22	29		5	12	19	26
W	5	12	19	26		2	9	16	23	30		6	13	20	27
T	6	13	20	27		3	10	17	24	31		7	14	21	28
F	7	14	21	28		4	11	18	25		1	8	15	22	
S	1	8	15	22	29		5	12	19	26		2	9	16	23
March						April					May				
S	3	10	17	24	31		7	14	21	28		5	12	19	26
M	4	11	18	25		1	8	15	22	29		6	13	20	27
T	5	12	19	26		2	9	16	23	30		7	14	21	28
W	6	13	20	27		3	10	17	24		1	8	15	22	29
T	7	14	21	28		4	11	18	25		2	9	16	23	30
F	1	8	15	22	29		5	12	19	26		3	10	17	24
S	2	9	16	23	30		6	13	20	27		4	11	18	25
June															
S	2	9	16	23	30										
M	3	10	17	24											
T	4	11	18	25											
W	5	12	19	26											
T	6	13	20	27											
F	7	14	21	28											
S	1	8	15	22	29										

Terms

First term opens	September 11, 1973
First term closes	December 21, 1973
Christmas vacation	December 22, 1973 to January 2, 1974
Second term opens	January 3, 1974
Second term closes	March 15, 1974
Vacation	March 16, 1974 to March 24, 1974
Third term opens	March 25, 1974
Third term closes	May 10, 1974

History

On November 1, 1847, Dr. Egerton Ryerson, Chief Superintendent of Schools for Upper Canada, opened the first normal school in this province for the training of teachers. During the ceremony he commented, “The word *normal* signifies ‘according to rule or principle’, and is employed to express the systematic teaching of the rudiments of learning . . . A *normal school* . . . is a school in which the principles and practice of teaching according to rule are taught and exemplified.”

With the passing of the years, as emphasis in teacher education moved from the study of “teaching according to rule” to the study of the children to be taught, the word *normal* became less descriptive of the purpose of schools for the professional education of teachers. For this reason, the use of the name *normal school* was discontinued in 1953, and the name *teachers’ college* was adopted in its place.

For the first four years of its existence, the Normal School in Toronto was accommodated in temporary quarters, but in 1852 it was moved to its own building on Church and Gould Streets where it continued to serve Ontario for almost ninety years.

In 1847, admission to the Normal School was restricted to men, but in the second session women also enrolled. The course was short — only five months in duration — but the graduates did such superior work in the schools that the policy of providing professional education for teachers became firmly established.

A second normal school was opened in 1875 in Ottawa, and a third, in 1900, in London. At all three institutions the practice of holding two normal school sessions each year gave way in 1903 to the policy of having one session lasting the full school year. Decision was reached in 1907 to establish normal

schools at Hamilton, Peterborough, Stratford, and North Bay. The first three of these opened in September 1908, and the fourth in September 1909.

In 1927, the University of Ottawa Normal School was established for the professional education of teachers of elementary classes attended by French-speaking pupils. In these classes, both English and French are used as languages of instruction in various subjects of the course of study. The Sudbury Teachers’ College, which was instituted in 1963, offers a similar program.

The one-year Second Class Certificate course, offered at the University of Ottawa and Sudbury teachers’ colleges since their inception, was discontinued at Ottawa in 1966 and at Sudbury in 1967. In replacing this course, a two-year course leading to an Interim Elementary School Teachers’ Certificate was established in 1966 at the University of Ottawa Teachers’ College and in 1967 at the Sudbury Teachers’ College. The first year of this course was discontinued in 1971 and the second year was discontinued in 1972.

A two-year course was introduced in the provincial normal schools in the school year 1927-28, but in 1934-35 the second year of the course was discontinued. From 1954 to 1962, a completing one-year course was offered for students who held the Secondary School Graduation Diploma of the General Course, who had attended two Pre-Teachers’ College Summer Courses, and who had taught successfully in the public or separate schools of Ontario for two years on temporary certificates. A two-year course for students who held the Secondary School Graduation Diploma of the General Course was introduced in 1953. The first year of this course was discontinued in 1965, and the second year was discontinued in 1966. A one-year course is now offered to applicants holding the required number of university courses or acceptable standing obtained at one of the colleges of applied arts and technology, the Ryerson Polytechnical Institute, or the Ontario College of Art.

In 1914, a course for training kindergarten-primary teachers was established at the Toronto Teachers’ College and was replaced, in 1939, by the Primary School Specialist Certificate course. This course was extended in September 1966 to include the Hamilton and Ottawa teachers’ colleges.

Since 1952, graduates of the two-year

course in Home Economics at the Ryerson Polytechnical Institute have been offered a course in Home Economics at the Toronto Teachers' College. This course, taken during the same year as the regular one-year course, leads to a certificate in Intermediate Home Economics. In 1969, this program was extended to include graduates of the two-year course in Home Economics at Centennial College of Applied Arts and Technology.

In 1964, a special course leading to a certificate as Teacher of French to English-speaking Pupils in Elementary Schools was offered as an option at the Ottawa Teachers' College and was extended, in 1965, to include colleges at Toronto, New Toronto (Lakeshore), and Windsor, and in 1966, to include the Hamilton and London colleges. The course is now offered at five of the seven English-language colleges.

In September 1966, an optional course leading to an Elementary Vocal Music Certificate, Type B, was introduced at the Hamilton, Lakeshore, London, North Bay, Ottawa, Stratford, Toronto and Windsor teachers' colleges. It is now offered at all teachers' colleges where there are sufficient numbers of applicants.

The growth of the provincial school system following the Second World War required expansion of facilities for the education of teachers. New buildings for teachers' colleges have been provided in Toronto (1955), Hamilton (1957), and London (1958). Five additional colleges have been instituted — the Lakeshore Teachers' College in New Toronto (1959), the Lakehead Teachers' College (1960), the Windsor Teachers' College (1962), the Sudbury Teachers' College (1963), and the St. Catharines Teachers' College (1965).

When the education of teachers began in the province, the course was largely academic in nature. After 1870, increasing emphasis was placed on methods of teaching. In recent years, child study has come to the fore in order that teachers may be better prepared to guide the all-round development of the individual child. To increase the student's opportunities for experience with children, provision is now made for extended periods of continuous practice teaching in elementary school classrooms.

The Report of the Minister's Committee on the Training of Elementary School Teachers, 1966, recommended the transfer of all teachers' colleges to university control, and this recommendation was supported by the

Provincial Committee on Aims and Objectives of Education in the Schools of Ontario in its report *Living and Learning*, published in 1968. Implementation of this important recommendation began in 1969 when the Lakehead Teachers' College became the Faculty of Education of Lakehead University and the University of Ottawa Teachers' College became a part of the University of Ottawa. In 1970, Windsor Teachers' College was integrated with the University of Windsor; in 1971, St. Catharines Teachers' College was integrated with Brock University and Lakeshore Teachers' College with York University.

In 1973 Peterborough and Stratford teachers' colleges were closed, and officials of the Ministry of Education resumed negotiations with appropriate university officials with a view to integrating North Bay Teachers' College with Nipissing College, Sudbury Teachers' College with Laurentian University, and London Teachers' College with the University of Western Ontario.

Part I Calendar of Teachers' Colleges

General Information

Location of Teachers' Colleges and Faculties of Education

Ontario is served by teachers' colleges in Hamilton, London, North Bay, Ottawa, and Toronto. In addition, the Sudbury Teachers' College (see Part II, page 8) provides for the education of teachers of French-speaking pupils in elementary school classrooms where both English and French are used as languages of instruction in various subjects of the course of study.

Applicants are assigned to the teachers' college in their district so that enrolment may be distributed among the colleges.

The addresses are:

Hamilton Teachers' College
1400 Main Street West, Hamilton L8S 1C7

*London Teachers' College
1210 Western Road, London N6A 4B7

*One or more of these colleges may be integrated with a university before September 1973 as a result of the negotiations referred to on page 4.

*North Bay Teachers' College
College Education Centre of North Bay
Postal Address:
P.O. Box 5004, North Bay P1B 8L7

Ottawa Teachers' College
195 Elgin Street, Ottawa K2P 1L3

*Sudbury Teachers' College
Laurentian University
Ramsey Lake Road, Sudbury

Toronto Teachers' College
951 Carlaw Avenue, Toronto M4K 3M2

Five colleges and faculties of education now offer teacher education programs for the preparation of elementary school teachers. For information concerning courses, fees, etc., an applicant should write to the dean of the college or faculty concerned.

The addresses are:

College of Education
Brock University, St. Catharines L2S 3A1

Faculty of Education
Lakehead University
Oliver Road, Thunder Bay

Teacher Education Section
Faculty of Education
University of Ottawa
1245 Kilborn Avenue, Ottawa K1N 6N5

Faculty of Education
University of Windsor
600 Third Concession Road,
Windsor N9B 3P4

Lakeshore Teachers' College
York University
3199 Lakeshore Blvd. West,
Toronto M8V 1L1

Programs, Courses, and Certificates

A one-year program leading to a certificate valid for teaching for five years in the elementary schools of Ontario is offered at the Hamilton, London, North Bay, Ottawa, and Toronto teachers' colleges.

Applicants for the program offered at the Sudbury Teachers' College should consult Part II of this calendar.

A Primary School Specialist Certificate program, which prepares teachers for teaching

in junior and senior kindergartens and in grades 1, 2, and 3, is offered at the Hamilton, Ottawa and Toronto colleges. Applicants for this course should consult Part III of this calendar.

In addition to the basic programs mentioned, specialized courses are offered at some teachers' colleges, provided sufficient numbers of candidates apply.

A course leading to an Intermediate Certificate in Home Economics will be offered at the Toronto Teachers' College for applicants who meet the admission requirements.

A course leading to a certificate as Teacher of French to English-speaking Pupils in Elementary Schools is offered at the Hamilton, London, North Bay, Ottawa, and Toronto teachers' colleges for applicants who meet the admission requirements.

A course leading to an Elementary Certificate in Vocal Music, Type B, is offered at colleges where the number of qualified applicants justifies its establishment.

For information concerning programs offered by a college or faculty of education, applicants should write to the appropriate dean at the address given on page 8.

Admission Requirements

Academic

In September 1973, a candidate applying for admission to a one-year program leading to an Elementary School Teacher's Certificate at a teachers' college operated by the Ministry of Education will be required to hold a degree in arts or science from an Ontario university or a degree that the Minister considers equivalent thereto.

Tuberculin Test, X-Ray, Medical Examination

Before final admission to a teachers' college, an applicant must establish proof that he is free from active tuberculosis. Arrangements for a tuberculin test, and an x-ray, if necessary, will be made at the teachers' college during the opening days of the program.

Where, during the program, the principal recommends to the Minister that a teacher-in-training undergo a further medical examination, the Minister may order a medical examination for the teacher-in-training and appoint a duly qualified practitioner to conduct the examination.

Where the medical practitioner certifies that the teacher-in-training is medically

*One or more of these colleges may be integrated with a university before September 1973 as a result of the negotiations referred to on page 4.

unfit, the Minister shall direct the principal to notify the teacher-in-training of his exclusion from the program.

Other Requirements

An applicant for admission to a teachers' college must submit evidence that he is a Canadian citizen or has the status of a landed immigrant.

An applicant who was born in Ontario is required to forward a certificate, showing the place and date of his birth, available from the Deputy Registrar-General of Births, Room M2-49, 2nd Floor, Macdonald Block, Queen's Park, Toronto M7A 1Y5. Applicants born outside Ontario must submit an original birth certificate or other evidence of birth acceptable to the Minister.

Application for Admission

An application form for admission to a teachers' college may be obtained from the principal of a teachers' college after April 1. The names and addresses of the teachers' colleges are listed on page 7 and 8. The completed application form should be returned to the principal concerned before July 31, with certificates of birth and academic standing.

An admission card will be sent to each applicant who meets the requirements outlined in the official application form. The card should be taken by the applicant to the teachers' college when he reports on opening day.

Board and Lodging

The principal of the teachers' college will provide a list of board houses on request.

Duties of Students

A student shall be regular and punctual in attendance. A student whose conduct, or attendance, or progress is unsatisfactory may, after a hearing, be suspended from the college by the principal. Where the principal suspends a student, he shall notify the Minister of Education who shall remove, confirm, or modify the suspension, or dismiss the student from the college.

Expenses

A tuition fee of \$585 will be charged for programs offered at teachers' colleges operated by the Ministry of Education. A student whose home is not in a teachers' college centre will also have to bear the expense of room and board. All students will be responsible for travelling and living expenses incurred during the weeks of continuous practice teaching in classrooms

located outside the teachers' college centre. The cost of textbooks, notebooks, and supplies is borne by the individual student. Fees are payable to defray the cost of extra-curricular activities.

For information concerning the expenses of students pursuing programs offered by a college or faculty of education, applicants should write to the dean of the college or faculty concerned at the address given on page 8.

Student Organizations

The social, athletic, and cultural programs of the teachers' colleges outside class hours are largely under the direction of the students themselves, through their extra-curricular organizations. In the interests of their own personal development, students are encouraged to take part in the various activities sponsored by these societies and groups.

Religious Instruction

Religious instruction for students in attendance will be provided by local clergymen of the different denominations.

Financial Aid

A student planning to attend a teachers' college may apply for financial assistance under the Province of Ontario Student Awards Program. Application forms may be obtained from the principal of the teachers' college in his district.

Program

The program of study at the Hamilton, London, North Bay, Ottawa, and Toronto teachers' colleges shall consist of the following:

Group 1: Foundations of Education: Philosophy in Education; Psychology in Education; Sociology in Education.

Group 2: Curriculum: Methods; Development.

Group 3: Directed observation and practice teaching in elementary schools.

Group 4: Library Services; Religious Education.

The courses of study are designed to prepare students for teaching in the Primary and Junior Divisions and grades 7 and 8 of the Intermediate Division of the elementary schools. While detailed treatment of the work of the kindergarten and of grades 9 and 10 will not be required, attention will be directed to the place of the kindergarten in

the educational system, and to the scope and objectives of the Intermediate Division as a curriculum unit.

Directed observation and practice teaching for each student will be arranged to include as far as practicable experience in the various divisions of the elementary school.

Students who show a marked deficiency in scholarship or skills, or whose practice teaching may be affected by adverse personality factors, may be organized into groups under the guidance of the staff for the purpose of planning and carrying out a program of self-improvement.

Sessional Records

Sessional records include the records of term examinations, oral and written class tests, and practical work. The general attitude of the student to his work, his adaptability to teaching, and the probability of his future success as a teacher will be taken into consideration in determining his sessional standing.

A student, on the recommendation of the staff, may be exempted from writing the final examination in any examination subject taken at a teachers' college operated by the Ministry of Education.

Final Standing

To qualify for an Interim Elementary School Teacher's Certificate, a candidate must obtain pass standing in practice teaching and pass or be recommended in the final examinations in Group 1 and Group 2, the content and format of which will be determined locally. They will be conducted during the last week of the third term.

One-year Program

The final examinations of the one-year program offered by teachers' colleges operated by the Ministry of Education shall be set in the areas of study indicated in Group 1 and Group 2.

A candidate in the one-year program who is otherwise qualified and who obtains pass standing or is recommended in the examinations in the areas of study of Group 1 and Group 2, and who obtains pass standing in practice teaching shall, on the recommendation of the staff, be granted an Interim Elementary School Teacher's Certificate.

A candidate enrolled in the Intermediate Home Economics Certificate course, or the Elementary Vocal Music course, Type B, or the French course, who passes in practice

teaching in his optional subject and who obtains pass standing or is recommended in the final examinations will be issued a certificate in the optional subject, provided that he qualifies for an Interim Elementary School Teacher's Certificate.

Provision for supplemental examinations, where required, will be made by the principal of the college.

Appeals

Provided he has passed in practice teaching, a candidate who attended a teachers' college operated by the Ministry of Education and failed one or more examination papers may have his case reconsidered if, within two weeks after the announcement of the results, his appeal, with a statement of the grounds on which it is based, is lodged with the Deputy Minister of Education, accompanied by a fee of \$2 per paper made payable to the Treasurer of Ontario. The letter of appeal, including the fee, must be mailed to: Ministry of Education, Ontario, P.O. Box 560, Postal Station F, Toronto. The fee will be returned to the candidate if the appeal is sustained.

In the case of August supplementary examinations, an appeal will not be considered.

Certificates

Candidates Holding an Interim High School Assistant's Certificate

A candidate who holds an Interim High School Assistant's Certificate may qualify for an Interim Elementary School Teacher's Certificate by passing the final examinations in Group 1 and Group 2 of the one-year program.

Candidates Holding a Permanent Primary School Specialist's Certificate

A candidate who holds a Permanent Primary School Specialist's Certificate may qualify for an Interim Elementary School Teacher's Certificate by passing the final examinations in Group 1 and Group 2 of the one-year program.

Permanent Certificates

The requirements for proceeding from an Interim Elementary School Teacher's Certificate to a Permanent Elementary School Teacher's Certificate are outlined in *Circular 614: Memorandum re Basic Teaching Certificates Valid in Elementary Schools*, a copy of which may be obtained from the Deputy Minister of Education, 22nd Floor, Mowat Block, Queen's Park, Toronto M7A 1L2.

Courses of Study One-year Program

Foundations of Education (a minimum of six hours per week)

Philosophy in Education

A study of the philosophical and historical origins of current problems and practices in education, aimed at enabling the student to think critically about contemporary theories, issues, and innovations.

Psychology in Education

Psychology applied to teaching: child growth and development, the learning process, mental health, learning and adjustment problems in the school environment.

Sociology in Education

The child is a member of society; interactions among the child, the family, the school, the teacher, and the community; social, economic and legal factors affecting education and its administration in Ontario.

Curriculum (a minimum of 15 hours per week)

Methods

Methods and learning materials used in planning, conducting, and evaluating children's learning experiences; typical learning structures; practical problems of motivation, timing, sequence, questioning, review, drill; organizations for individual and group learning activities, including pupil research, discovery learning, and field studies.

Development

Aims, scope, content, and sequence of the subjects of the elementary school curriculum; materials and media adapted to specific subjects; current approaches to curriculum construction and implementation.

Practicum

Practical experiences and studies in elementary schools under the guidance of college personnel and associate school principals and teachers, concurrent with the courses in Foundations of Education and Curriculum.

Library Services

An examination of the facilities of the teachers' college library; the functions of the elementary school library, the public library, and the travelling library.

Religious Education

A study of methods related to religious education in the public schools.

Note: For information concerning courses offered by a college or faculty of education, applicants should write to the dean of the appropriate college at the address given on page 8.

Part II Calendar of the Sudbury Teachers' College

General Information for French-speaking Candidates

Program

A one-year program leading to an Interim Elementary School Teacher's Certificate valid for five years in elementary school classrooms attended by French-speaking pupils where both English and French are used as languages of instruction will be offered at the Sudbury Teachers' College.

Courses for the preparation of French-speaking elementary school teachers are also offered at the University of Ottawa.

For information, write to:

Le Secrétariat,
Formation des Enseignants,
Faculté d'Éducation,
Université d'Ottawa,
Ottawa K1N 6N5

Conditions of Admission

In September 1973, an applicant for admission to the one-year program leading to an Interim Elementary School Teacher's Certificate will be required to have the requirements for a Secondary School Honour Graduation Diploma, including at least one credit in both français and English or anglais, and an overall average of at least 60 per cent or equivalent standing.

In lieu of the Secondary School Honour Graduation Diploma, an applicant may submit evidence of successful completion of the pre-university year of the University of Ottawa or the preliminary year of Laurentian University, Sudbury, provided that the university program includes a full course in both français and English or anglais.

Other Requirements

For other requirements for admission to the teachers' college, applicants are referred to Part I of this calendar, page 11.

Program

During the college year 1973-74, the program of study shall consist of the following:

Group 1: Foundations of Education: Philosophy in Education; Psychology in Education; Sociology in Education.

Group 2: Curriculum: Methods; Development.

Group 3: Directed observation and practice teaching in elementary schools.

Group 4: Library Services; Religious Education.

Concurrently with the study of methods, there will be a review from the standpoint of pedagogy of the content of the subjects of the Primary and Junior Divisions and of grades 7 and 8 of the Intermediate Division. While detailed treatment of the work of the kindergarten of grades 9 and 10 will not be required, attention will be directed to the place of the kindergarten in the educational system, and to the scope and objectives of the Intermediate Division as a curriculum unit.

Directed observation and practice teaching for each student will be arranged to include, as far as practicable, experience in classrooms in the various divisions of the elementary school.

Students who show a marked deficiency in scholarship or skills, or whose practice teaching may be affected by adverse personality factors, may be organized into groups under the guidance of the staff for the purpose of planning and carrying out a program of self-improvement.

Sessional Records

Sessional records include the records of term examinations, oral and written class tests, and practical work. The general attitude of the student to his work, his adaptability to teaching, and the probability of his future success as a teacher will be taken into consideration in determining his sessional standing.

A student, on the recommendation of the staff, may be exempted from writing the final examination in any examination subject.

Final Standing

To qualify for an Interim Elementary School Teacher's Certificate, a candidate must obtain pass standing in practice teaching and pass or be recommended in the final examination papers.

The final examinations in the areas of study

in Group 1 and Group 2 of the one-year program will be prepared by the staff of the teachers' college and will be written during the last week of the third term on the dates and at the hours set locally.

One-Year Program

The final examinations of the one-year program shall be set in the areas of study of Group 1 and Group 2.

A candidate who is otherwise qualified and who passes or is recommended in the final examinations and obtains pass standing in practice teaching, shall, on the recommendation of the staff, be granted an Interim Elementary School Teacher's Certificate.

Where required, provision for supplemental examinations will be made by the principal of the college.

Appeals

A candidate who has passed in practice teaching but has failed one or more examination papers may have his case reconsidered if, within two weeks after the announcement of the results, his appeal, with a statement of the grounds on which it is based, is lodged with the Deputy Minister of Education, accompanied by a fee of \$2 per paper, made payable to the Treasurer of Ontario. The letter of appeal, including the fee, must be mailed to: Ministry of Education, Ontario, Box 560, Postal Station F, Toronto. The fee will be returned to the candidate if the appeal is sustained.

In the case of August supplementary examinations, an appeal will not be considered.

Additional Information

For information regarding opening and closing dates of the teachers' college year, application for admission, board and lodging, duties of students, X-ray, medical examination, student organizations, etc., reference should be made to Part I of this calendar.

**Courses of Study
One-Year Program**

Foundations of Education (a minimum of six hours per week)

Philosophy in Education

A study of the philosophical and historical origins of current problems and practices in education, aimed at enabling the student to think critically about contemporary theories, issues, and innovations.

Psychology in Education

Psychology applied to teaching: child growth and development, the learning process, mental health, learning and adjustment problems in the school environment.

Sociology in Education

The child as a member of society; interactions among the child, the family, the school, the teacher, and the community; social, economic and legal factors affecting education and its administration in Ontario.

Curriculum (a minimum of 15 hours per week)

Methods

Methods and learning materials used in planning, conducting, and evaluating children's learning experiences; typical learning structures; practical problems of motivation, timing, sequence, questioning, review, drill; organization for individual and group learning activities, including pupil research, discovery learning, and field studies.

Development

Aims, scope, content, and sequence of the subjects of the elementary school curriculum; materials and media adapted to specific subjects; current approaches to curriculum construction and implementation.

Practicum

Practical experiences and studies in elementary schools under the guidance of college personnel and associate school principals and teachers, concurrent with the courses in Foundations of Education and Curriculum.

Library Services

An examination of the facilities of the teachers' college library; the functions of the elementary school library, the public library, and the travelling library.

Religious Instruction

To be provided by local clergy.

Part III

Calendar of the Primary School Specialist Certificate Course

General Information

Locations

A one-year program leading to an Interim Primary School Specialist's Certificate valid for teaching for five years in junior and

senior kindergartens and grades 1, 2, and 3 of the elementary schools of Ontario will be offered at the following centres, provided that the number of applicants justifies the establishment of the program:

Hamilton Teachers' College
1400 Main Street West
Hamilton L8S 1C7

Ottawa Teachers' College
195 Elgin Street
Ottawa K2P 1L3

Toronto Teachers' College
951 Carlaw Avenue
Toronto M4K 3M2

Conditions of Admission

For admission to the Primary School Specialist Certificate program, the applicant shall submit with his application evidence of a university degree approved by the Minister of Education.

If the applicant has not formerly attended a teachers' college, he should also submit his birth certificate and evidence that he is a Canadian citizen or has the status of a landed immigrant.

Application Forms

Application forms for admission to the Primary School Specialist Certificate program may be obtained from the principal of the college concerned after April 1. The application form should be returned to the principal before July 31, with certificates of birth and academic standing.

An admission card will be sent to each applicant who meets the requirements outlined in the official application form. The applicant should take the card to the teachers' college when he reports on opening day.

Pertinent Information

For information regarding sessions, terms, vacations, duties of students, religious instruction, financial aid, etc., applicants are referred to Part I of this calendar.

Program

The program of study leading to the Interim Primary School Specialists' Certificate shall consist of the following:

Group 1 Foundations of Education: Child Growth and Development; Education of Young Children; The Child and Society. Curriculum: Curriculum Development; Strategies for Teaching.

Group 2 Directed observation and practice teaching in junior and senior kindergartens and grades 1, 2, and 3 of the elementary schools.

Group 3 Library Services; Religious Education.

Sessional Records

Sessional records include the records of term examinations, oral and written class tests, and practical work. The general attitude of the student, his adaptability to teaching, and the probability of his future success as a teacher will be taken into consideration in determining sessional standing.

A student, on the recommendation of the staff, may be exempted from the final examination in any examination subject taken at a teachers' college operated by the Ministry of Education.

Final Standing

To qualify for an Interim Primary School Specialist's Certificate, a candidate must obtain pass standing in practice teaching and pass or be recommended in the final examinations.

The final examinations in the areas of study in Group 1 of the program will be prepared by the staff of the teachers' college and will be written during the last two weeks of the third term on the dates and at the hours set locally. A candidate who is otherwise qualified and who passes the final examinations and obtains pass standing in practice teaching shall, on the recommendation of the staff, be granted an Interim Primary School Specialist's Certificate.

Where required, provision for supplemental examinations will be made by the principal of the college.

Appeals

A candidate who has passed in practice teaching but has failed one or more examination papers may have his case reconsidered if, within two weeks after the announcement of the results, his appeal, with a statement of the grounds on which it is based, is lodged with the Deputy Minister of Education, accompanied by a fee of \$2 per paper, made payable to the Treasurer of Ontario. The letter of appeal, including the fee, must be mailed to: Ministry of Education, Ontario, Box 560, Postal Station F, Toronto. The fee will be returned to the candidate if the appeal is sustained.

In the case of August supplementary examinations, an appeal will not be considered.

Permanent Certificates

An Interim Primary School Specialist's Certificate will be exchanged for a Permanent Primary School Specialist's Certificate after completion by the candidate of two years of successful teaching, subsequent to the date of the Interim Certificate, in junior or senior kindergarten or in grade 1, 2, or 3 of an elementary school. Such teaching experience must be duly certified by the supervisory official concerned. An application form for a Permanent Certificate may be obtained from the Deputy Minister of Education, 22nd Floor, Mowat Block, Queen's Park, Toronto M7A 1L2.

Courses of Study

Foundations of Education (approximately six hours per week)

Child Growth and Development

An integrated study of the development, learning, and mental health of young children, including observation of their behaviour in educational settings in order to develop skills in analysis and interpretation.

Education of Young Children

An overview of the historical and philosophical background of current practice in the education of young children aimed at developing critical thinking about current issues and innovations.

The Child and Society

A study of the social, economic, and political factors affecting early childhood in Ontario.

This course will focus attention on the child as a member of society and will consider interactions among the child, the family, the school, and the community. A study of relevant educational legislation will be included.

Curriculum (approximately 15 hours per week)

Curriculum Development

A detailed study of the role of the teacher in planning the construction and content of modern curricula for young children.

The aim of the course is to help students become competent in selecting, organizing, and guiding the experiences of young children. Concurrent studies of child growth and development, educational psychology, and the school and community will provide essential background understanding of the child, learning theories, and the role of the teacher.

Strategies for Teaching

A critical study of the role of the teacher in implementing and evaluating curricula for young children.

The course will include an overview of major teaching strategies, and, where applicable, a study of methodologies specific to particular branches or subjects of the curriculum. Students will consider procedures for pupil orientation and evaluation, parent-teacher relations, lesson and unit structures, health and safety factors, and current practices used in providing young children with appropriate experiences in language (listening, speaking, reading, writing, and literature), mathematics, science, music, art, physical activities, social studies, and social learnings.

Practicum

Practical experience in teaching children of ages three to nine years, concurrent with studies in Foundations of Education and Curriculum.

Students will be under the guidance of college personnel and co-operating associate teachers for a minimum of twelve weeks distributed throughout the college year.

Library Services

The teachers' college library; use of card catalogues, indexes, reference books, periodicals and picture files; the function of the library in the elementary school; the relation of the school to the community or public library; the travelling library, selection and purchase of books; library records.

Religious Education

A study of methods related to religious exercises and religious education in the public schools.

